

Jelly Beans Preschool

Inspection report for early years provision

Unique reference number	EY236088
Inspection date	16/10/2008
Inspector	Shirley Herring

Setting address	Kirkland and Catterall St. Helens C of E School, The Green, Churchtown, Preston, Lancashire, PR3 0HS
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Telephone number	01995 603050
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Email

Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Jelly Beans Preschool is managed by a voluntary committee. It was registered in 2002 to provide day care for a maximum of 24 children at any one time. It is situated in the village of Churchtown. The preschool group is open five mornings a week in term time from 08.45 to 12.30. The group offers sessional care for children aged two to five years. Currently 24 children aged two to three years attend the preschool throughout the week and 17 children receive funding for nursery education. Children attend for a variety of sessions. The preschool group has systems to support children with special needs and is easily accessible. It is based in the old hall within St Helens Church of England Primary School and has the use of a large hall with toilets and supporting dining area and storage. There is access to a secure outdoor play area to the side of the property. Four staff work in the preschool, three of whom hold appropriate early years qualifications. The preschool receives the support of the Local Authority.

Overall effectiveness of the early years provision

Jelly Beans Preschool has good systems in place to promote the welfare, health and safety of the children in the Early Years Foundation Stage (EYFS). Their safeguarding arrangements are excellent. The activities outside are interesting and exciting with extensive safe spaces for children to run and play. There is a large range of equipment inside, though this could be used and displayed more selectively to stimulate children's interest. All the children are fully included in all the activities and the preschool makes good provision for children with difficulties or disabilities. All the areas for improvement from the last report have been fully addressed. The preschool using individual children's records of progress well to plan suitable activities.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems for evaluating its own work to clearly identify areas for improvement
- organise the independent indoor learning activities and vary the use of resources to capture children's attention and interest.

The leadership and management of the early years provision

Procedures for safeguarding children are excellent. All appropriate policies, records and procedures to ensure the safety and welfare of all the children are firmly in place and consistently applied. The provider has implemented a rigorous recruitment and vetting procedure. The staff are committed to professional development and the manager is working towards a higher level qualification.

There are good relationships between staff and parents with informal exchange of information when parents bring or collect their children. The results of a recent questionnaire indicate that the vast majority of parents are happy with the preschool group and appreciate the information provided in the Link Books that their children bring home and in the regular newsletters. Relationships between staff and children are good and the system of organising each child with a key person, to ensure individual needs are met, is working effectively. There are good relationships with the reception class in school to provide continuity for the children and share expertise.

Systems for evaluating the provision to bring about further improvement are at an early stage of development. Nevertheless areas for improvement identified in the last inspection have been fully addressed and the new requirements for EYFS are being implemented well. The school has a good capacity to improve.

The quality and standards of the early years provision

Children learn about the value of a healthy diet as they eat healthy snacks and discuss the benefits with adults. Children are encouraged to follow good hygiene routines, such as washing hands before eating and after visiting the toilet. They are learning to use equipment, such as scissors safely and sensibly. They enjoy the range of activities, for example, twirling the umbrellas outdoors or joining in a puppet show. They respond well to the expectation to say please and thank you and are learning to play together and take turns. Adults encourage the children to try different activities in a supportive way, to extend their learning. Staff take every opportunity to talk to children, whatever the activity, and so they develop their language skills well. Children particularly enjoy the well planned outdoor area, and learned about nature as the autumn leaves fell.

The staff provide a range of activities that supports children's development effectively across the six areas of learning. Children develop skills of listening to stories, handling numbers, such as in number rhymes, using technology within different computer programmes and extending their creative skills through activities, such as painting.

Parents appreciate the preschool group's efforts to include them in their children's learning. One parent was particularly pleased to see the drawings and paintings her child took home. Comments from parents suggest that the children are prepared well for their next stage of learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Outstanding

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.